

# Senate Study Bill 3171 - Introduced

SENATE FILE \_\_\_\_\_  
BY (PROPOSED COMMITTEE  
ON EDUCATION BILL BY  
CHAIRPERSON QUIRMBACH)

## A BILL FOR

1 An Act relating to programs and activities under the purview of  
2 the department of education, the state board of education,  
3 the board of educational examiners, the state board of  
4 regents, school districts, and accredited nonpublic schools;  
5 and providing for the retention of certain fees and for the  
6 use of certain funds.  
7 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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DIVISION I

COMPETENCY-BASED INSTRUCTION

Section 1. Section 256.7, subsection 26, paragraph a, Code Supplement 2011, is amended by adding the following new subparagraph:

NEW SUBPARAGRAPH. (02) The rules shall allow a school district or accredited nonpublic school to award high school credit to a student upon the demonstration of required competencies for a course or content area, as approved by an appropriately licensed teacher. The school district or accredited nonpublic school shall determine the assessment methods by which a student demonstrates sufficient evidence of the required competencies.

Sec. 2. Section 256.11, subsection 5, unnumbered paragraph 1, Code 2011, is amended to read as follows:

~~In grades nine through twelve, a unit of credit consists of a course or equivalent related components or partial units taught throughout the academic year.~~ The minimum program to be offered and taught for grades nine through twelve is:

Sec. 3. Section 256.11, Code 2011, is amended by adding the following new subsection:

NEW SUBSECTION. 5A. a. As used in subsection 5, "unit" means a course which meets one of the following criteria:

(1) The course is taught for at least two hundred minutes per week for thirty-six weeks.

(2) The course is taught for the equivalent of one hundred twenty hours of instruction.

b. A student shall receive a unit of credit or a partial unit of credit upon successful completion of a course which meets one of the criteria in paragraph "a" or related components equivalent to a course which meets one of the criteria in paragraph "a". A partial unit of credit shall be calculated in a manner consistent with this subsection. A student may receive credit on a performance basis through the administration of an assessment, provided the assessment covers

1 the competencies ordinarily included in the regular course.

2 DIVISION II

3 CORE CURRICULUM FRAMEWORK AND CORE CONTENT STANDARDS

4 Sec. 4. Section 256.7, subsection 26, paragraph a, Code  
5 Supplement 2011, is amended to read as follows:

6 a. Adopt rules that establish a core curriculum and high  
7 school graduation requirements for all students in school  
8 districts and accredited nonpublic schools that include at a  
9 minimum satisfactory completion of four years of English and  
10 language arts, three years of mathematics, three years of  
11 science, and three years of social studies.

12 (1) The rules establishing high school graduation  
13 requirements shall authorize a school district or  
14 accredited nonpublic school to consider that any student who  
15 satisfactorily completes a high school-level unit ~~of English~~  
16 ~~or language arts, mathematics, science, or social studies~~ has  
17 satisfactorily completed a unit of the high school graduation  
18 requirements for that area as specified in this lettered  
19 paragraph "a", and shall authorize the school district or  
20 accredited nonpublic school to issue high school credit for the  
21 unit to the student.

22 (2) The rules establishing a core curriculum shall address  
23 the core content standards in subsection 28 and the skills and  
24 knowledge students need to be successful in the twenty-first  
25 century. ~~The core curriculum shall include, including but not~~  
26 limited to English and language arts, mathematics, science,  
27 social studies and twenty-first century learning skills which  
28 include but are not limited to, music and other fine arts,  
29 applied arts, foreign languages, physical education, character  
30 education, entrepreneurship education, civic literacy,  
31 health literacy, technology literacy, financial literacy, and  
32 employability skills; and shall address the curricular needs of  
33 students in kindergarten through grade twelve in those areas.  
34 The department shall further define the twenty-first century  
35 learning skills components by rule.

1     Sec. 5. Section 256.9, subsection 53, Code Supplement 2011,  
2 is amended to read as follows:

3     53. a. Develop and distribute, in collaboration with the  
4 area education agencies, core curriculum technical assistance  
5 and implementation strategies that school districts and  
6 accredited nonpublic schools shall utilize, including but  
7 not limited to the development and delivery of formative and  
8 end-of-course model assessments classroom teachers may use  
9 to measure student progress on the core curriculum adopted  
10 pursuant to section 256.7, subsection 26. ~~The department~~  
11 ~~shall, in collaboration with the advisory group convened in~~  
12 ~~accordance with paragraph "b" and educational assessment~~  
13 ~~providers, identify and make available to school districts~~  
14 ~~end-of-course and additional model end-of-course and additional~~  
15 ~~assessments to align with the expectations included in the Iowa~~  
16 ~~core curriculum.~~ The model assessments shall be suitable to  
17 meet the multiple assessment measures requirement specified in  
18 section 256.7, subsection 21, paragraph "c".

19     b. Convene an a core curriculum framework and core content  
20 standards advisory group comprised council.

21     (1) The council shall be comprised of education  
22 stakeholders including but not limited to school district and  
23 accredited nonpublic school teachers, school administrators,  
24 higher education faculty who teach in the subjects for which  
25 the curriculum is being adopted, private sector employers,  
26 members of the boards of directors of school districts, and  
27 individuals representing the educational assessment providers,  
28 and four ex officio, nonvoting members of the general assembly.  
29 The members of the general assembly shall be appointed  
30 as follows: one representative shall be appointed by the  
31 speaker of the house of representatives, one representative  
32 shall be appointed by the minority leader of the house of  
33 representatives, one senator shall be appointed by the majority  
34 leader of the senate after consultation with the president of  
35 the senate, and one senator shall be appointed by the minority

1 leader of the senate. The council shall elect a chairperson  
2 from among its members and adopt rules of procedure. The  
3 members of the council shall serve without compensation, but  
4 may be reimbursed for actual expenses incurred in carrying out  
5 their duties. The department shall provide staff support to  
6 the council.

7 (2) The ~~task force~~ advisory council shall review the  
8 national assessment of educational progress standards and  
9 assessments used by other states, and shall consider standards  
10 identified as best practices in the field of study by the  
11 ~~national councils of teachers of English and mathematics,~~  
12 ~~the national council for the social studies, the national~~  
13 ~~science teachers association~~ nationally recognized entities  
14 representing teachers of core curriculum subject areas, and  
15 other recognized experts; and shall review the core curriculum  
16 and core content standards adopted pursuant to section 256.7,  
17 subsections 26 and 28. In making recommendations, the advisory  
18 council's goal shall be to increase student achievement and  
19 academic growth under the core curriculum and core content  
20 standards and to achieve or identify measures to achieve any  
21 related objectives established in law. The advisory council  
22 shall submit its findings and recommendations annually in a  
23 report to the general assembly by November 1.

24 Sec. 6. Section 256.9, subsection 54, Code Supplement 2011,  
25 is amended by striking the subsection.

26 DIVISION III

27 REGIONAL PARENT ADVOCACY NETWORKS

28 Sec. 7. Section 273.2, Code Supplement 2011, is amended by  
29 adding the following new subsection:

30 NEW SUBSECTION. 10. a. The area education agency board  
31 shall establish a regional parent advocacy network to create  
32 an integrated, accessible set of community-wide resources to  
33 support learning and development by July 1, 2013. A regional  
34 parent advocacy network shall include at least one parent  
35 representative from each school district in the area. The area

1 education agency administrator shall coordinate efforts with  
2 the board of directors of each school district to facilitate  
3 the establishment and maintenance of the regional parent  
4 advocacy network.

5     **b.** In addition to any other responsibilities, a regional  
6 parent advocacy network shall develop a plan for better  
7 coordination between area education agencies, school districts,  
8 and parents regarding children's mental health services.

9     **Sec. 8. NEW SECTION. 279.68 Regional parent advocacy**  
10 **network.**

11     1. The board of directors of each school district shall  
12 coordinate with the area education agency administrator to  
13 facilitate the establishment and maintenance of a regional  
14 parent advocacy network pursuant to section 273.2, subsection  
15 10. The board of directors of each school district, in  
16 coordination with the area education agency administrator,  
17 shall select at least one parent representative from the school  
18 district to serve on the regional parent advocacy network.  
19 Parent representatives shall be reflective of the student  
20 population in the school district.

21     2. If the board of directors of a school district selects  
22 more than one parent representative to serve on the regional  
23 parent advocacy network, the board shall select a number of  
24 parent representatives such that each parent representative  
25 represents six hundred fifty students, or as close to that  
26 number as is feasible.

27                                   DIVISION IV

28                   TEACHER AND ADMINISTRATOR MATTERS

29     **Sec. 9.** Section 256.7, Code Supplement 2011, is amended by  
30 adding the following new subsection:

31     NEW SUBSECTION. 31. Adopt rules establishing a statewide  
32 teacher evaluation system and a statewide administrator  
33 evaluations system in accordance with section 256.9, subsection  
34 64.

35     **Sec. 10.** Section 256.9, Code Supplement 2011, is amended by

1 adding the following new subsection:

2     NEW SUBSECTION. 64. a. Develop a statewide teacher  
3 evaluation system and a statewide administrator evaluation  
4 system that school districts, charter schools, and accredited  
5 nonpublic schools shall use to standardize the instruments  
6 and processes used to evaluate teachers and administrators  
7 throughout the state.

8     b. The components of the statewide teacher evaluation system  
9 shall include but not be limited to the following:

10       (1) Direct observation of classroom teaching behaviors.

11       (2) Balanced consideration of student growth measures, when  
12 available for tested subjects and grades, to validate direct  
13 observation of classroom teaching behaviors.

14       (3) Integration of the Iowa teaching standards.

15       (4) System applicability to teachers in all content areas  
16 taught in a school.

17     Sec. 11. Section 284.4, subsection 1, paragraph c,  
18 unnumbered paragraph 1, Code 2011, is amended to read as  
19 follows:

20     Create a teacher quality committee. The committee shall  
21 meet quarterly and have equal representation of administrators  
22 and teachers. The teacher members shall be appointed by  
23 the certified employee organization if one exists, and if  
24 not, by the school district's or agency's administration.  
25 The administrator members shall be appointed by the school  
26 board. However, if a school district can demonstrate that  
27 an existing professional development, curriculum, or student  
28 improvement committee has significant stakeholder involvement  
29 and a leadership role in the school district, the appointing  
30 authorities may mutually agree to assign to the existing  
31 committee the responsibilities set forth in this paragraph "c",  
32 to appoint members of the existing committee to the teacher  
33 quality committee, or to authorize the existing committee to  
34 serve in an advisory capacity to the teacher quality committee.  
35 The committee shall do all of the following:

1     Sec. 12. Section 284.4, subsection 1, paragraph c, Code  
2 2011, is amended by adding the following new subparagraph:

3     NEW SUBPARAGRAPH. (6) Provide leadership in the  
4 development and adoption of professional development plans and  
5 activities, and engage in leading knowledgeable and responsive  
6 professional development for the school district or area  
7 education agency.

8     Sec. 13. Section 284.6, subsection 1, unnumbered paragraph  
9 1, Code Supplement 2011, is amended to read as follows:

10    The department shall coordinate a statewide network of  
11 professional development for Iowa teachers which collaborates  
12 with teacher quality committees created pursuant to section  
13 284.4, subsection 1, and annually provides the committees with  
14 best practices in professional development that address unique  
15 local needs. A school district or professional development  
16 provider that offers a professional development program in  
17 accordance with section 256.9, subsection 46, shall demonstrate  
18 that the program contains the following:

19    Sec. 14. Section 284.6, subsection 8, Code Supplement 2011,  
20 is amended to read as follows:

21    8. For each year in which a school district receives funds  
22 calculated and paid to school districts for professional  
23 development pursuant to section 257.10, subsection 10, or  
24 section 257.37A, subsection 2, the school district shall  
25 create quality professional development opportunities. Not  
26 less than two hours per instructional week shall be set aside  
27 to allow educators to collaborate with each other to deliver  
28 educational programs and assess student learning. The goal  
29 for the use of the funds is to provide one additional contract  
30 day or the equivalent thereof for professional development  
31 and use of the funds is limited to providing professional  
32 development to teachers, including additional salaries for time  
33 beyond the normal negotiated agreement; pay for substitute  
34 teachers, professional development materials, speakers, and  
35 professional development content; and costs associated with



1 implementing the individual professional development plans.  
2 The use of the funds shall be balanced between school district,  
3 attendance center, and individual professional development  
4 plans, making every reasonable effort to provide equal access  
5 to all teachers.

6 Sec. 15. Section 284.8, subsections 1 and 2, Code 2011, are  
7 amended to read as follows:

8 1. A school district shall provide for an annual  
9 review a of each teacher's performance at least once every  
10 three years for purposes of assisting teachers in making  
11 continuous improvement, documenting continued competence in  
12 the Iowa teaching standards, identifying teachers in need of  
13 improvement, or to determine whether the teacher's practice  
14 meets school district expectations for career advancement in  
15 accordance with section 284.7. The review shall include, at  
16 minimum, classroom observation of the teacher, the teacher's  
17 progress, and implementation of the teacher's individual  
18 professional development plan, subject to the level of  
19 resources provided to implement the plan; and shall include  
20 supporting documentation from parents, students, and other  
21 teachers. The first and second year of review shall be  
22 conducted by a peer group of teachers. The peer group shall  
23 review all of the peer group members. Peer group reviews  
24 shall be formative and shall be conducted on an informal,  
25 collaborative basis that is focused on assisting each peer  
26 group member in achieving the goals of the teacher's individual  
27 professional development plan. Peer group reviews shall not  
28 be the basis for recommending that a teacher participate in  
29 an intensive assistance program, and shall not be used to  
30 determine the compensation, promotion, layoff, or termination  
31 of a teacher, or any other determination affecting a teacher's  
32 employment status. Members of the peer group shall be reviewed  
33 every third year by at least one evaluator certified in  
34 accordance with section 284.10.

35 2. If a supervisor or, as a result of a third-year review

1 conducted by an evaluator certified in accordance with section  
2 284.10 an evaluator determines, ~~at any time, as a result of~~  
3 ~~a teacher's performance~~ that the a teacher is not meeting  
4 district expectations under the Iowa teaching standards  
5 specified in section 284.3, subsection 1, paragraphs "a"  
6 through "h", the criteria for the Iowa teaching standards  
7 developed by the department in accordance with section 256.9,  
8 subsection 46, and any other standards or criteria established  
9 in the collective bargaining agreement, the evaluator shall,  
10 at the direction of the teacher's supervisor, recommend to  
11 the district that the teacher participate in an intensive  
12 assistance program. The intensive assistance program and  
13 its implementation are subject to negotiation and grievance  
14 procedures established pursuant to chapter 20. All school  
15 districts shall be prepared to offer an intensive assistance  
16 program.

17 Sec. 16. Section 284A.7, Code 2011, is amended to read as  
18 follows:

19 **284A.7 Evaluation requirements for administrators.**

20 1. A school district shall conduct an annual evaluation  
21 of an administrator who holds a professional administrator  
22 license issued under chapter 272 ~~at least once every three~~  
23 ~~years~~ for purposes of assisting the administrator in making  
24 continuous improvement, documenting continued competence in  
25 the Iowa standards for school administrators adopted pursuant  
26 to section 256.7, subsection 27, or to determine whether the  
27 administrator's practice meets school district expectations.  
28 The ~~review~~ evaluation shall include, at a minimum, an  
29 assessment of the administrator's competence in meeting the  
30 Iowa standards for school administrators and the goals of the  
31 administrator's individual professional development plan,  
32 including supporting documentation or artifacts aligned to the  
33 Iowa standards for school administrators and the individual  
34 administrator's professional development plan.

35 2. A school district shall adopt the statewide

1 administrator evaluation system developed pursuant to section  
2 256.9, subsection 64. However, a school district may develop  
3 and submit to the department for approval an alternative  
4 administrator evaluation system that meets local and state  
5 educational goals. In lieu of the statewide administrator  
6 evaluation system, the school district may adopt and implement  
7 the alternative administrator evaluation system upon receiving  
8 approval from the department.

9     Sec. 17. STATEWIDE EDUCATOR EVALUATION SYSTEM TASK  
10 FORCE. The director of the department of education shall  
11 appoint, and provide staffing services for, a task force to  
12 conduct a study regarding a statewide teacher evaluation  
13 system and a statewide administrator evaluation system. The  
14 study of a statewide teacher evaluation system shall include  
15 a review of student growth measures described in section  
16 256.9, subsection 64, paragraph "b", subparagraph (2), as  
17 enacted in this division of this Act. To the extent possible,  
18 appointments shall be made to provide geographical area  
19 representation and to comply with sections 69.16, 69.16A, and  
20 69.16C. The task force, at a minimum, shall include in its  
21 recommendations and proposal a tiered evaluation system that  
22 differentiates ineffective, minimally effective, effective, and  
23 highly effective performance by teachers and administrators.  
24 The task force shall submit its findings, recommendations, and  
25 a proposal for each system to the state board of education by  
26 October 15, 2012.

27     Sec. 18. ADMINISTRATOR PREPARATION AND LICENSURE REVIEW  
28 TASK FORCE.

29     1. The department of education, in collaboration with  
30 the board of educational examiners and the postsecondary  
31 institutions with approved administrator preparation programs  
32 located in this state, shall convene a task force to identify  
33 and recommend measures to improve Iowa's administrator  
34 preparation and licensure practices. The task force shall also  
35 do the following:

1     a. Identify measures to increase the quality of the  
2 administrator mentoring and induction experience, determine  
3 the best practices that establish principals as instructional  
4 leaders, including but not limited to defining and promoting  
5 high expectations of teachers, elimination of teacher isolation  
6 and fragmented effort, and measures that create connections  
7 with teachers and classrooms.

8     b. Determine a timeline and identify barriers to  
9 incorporating into the requirements for administrator  
10 preparation program approval the following research-based  
11 practices that promote student achievement:

12     (1) Shaping a vision of academic success for all students  
13 based on high standards.

14     (2) Creating a climate hospitable to education in order that  
15 safety, a cooperative spirit, and other foundations of fruitful  
16 interaction prevail.

17     (3) Cultivating leadership in others so that teachers and  
18 other adults assume their part in realizing the school vision.

19     (4) Improving instruction to enable teachers to teach at  
20 their best and students to learn at their utmost.

21     (5) Managing people, data, and processes to foster school  
22 improvement.

23     c. Identify the necessary components of separate  
24 license and endorsement requirements for principals at the  
25 prekindergarten through grade six level and at the grade seven  
26 through twelve level.

27     d. Identify the components necessary for new endorsements  
28 relating to the following specialty areas:

29     (1) School turn-around.

30     (2) Closing achievement gaps through leadership.

31     (3) High-poverty, at-risk populations.

32     2. The task force shall consist of teachers,  
33 administrators, and representatives of the department  
34 of education, the board of educational examiners, school  
35 administrators of Iowa, and approved practitioner preparation

1 institutions. The department, the board, and the postsecondary  
2 institutions with approved administrator preparation programs  
3 located in this state may mutually agree to appoint other  
4 education stakeholders as task force members.

5 3. The task force shall meet quarterly and shall submit  
6 its findings and recommendations, including recommendations  
7 for changes to the Iowa Code as appropriate, to the general  
8 assembly by November 15, 2013.

9 Sec. 19. REPEAL. Section 284.14A, Code 2011, is repealed.

10 Sec. 20. IOWA TEACHING STANDARDS AND CRITERIA REVIEW TASK  
11 FORCE.

12 1. The department of education shall convene a task force to  
13 identify and recommend measures to improve the Iowa teaching  
14 standards and criteria, and the educator evaluations conducted  
15 based on the Iowa teaching standards.

16 2. The task force shall consist of teachers,  
17 administrators, and representatives of the department of  
18 education, the board of educational examiners, an organization  
19 representing teachers, and any other appropriate educational  
20 stakeholders.

21 3. The task force shall submit its findings and  
22 recommendations, including recommendations for changes to the  
23 Iowa Code as appropriate, to the general assembly by November  
24 15, 2012.

25 Sec. 21. TEACHING AND ADMINISTRATION STANDARDS REPORT. By  
26 January 1, 2013, the state board of education shall submit a  
27 report to the general assembly recommending Iowa teaching and  
28 administration standards that are aligned with best practices  
29 and nationally accepted standards. The report shall include  
30 recommendations for changes to the Code Iowa as appropriate.

31 DIVISION V

32 TOBACCO PROHIBITED ON SCHOOL GROUNDS

33 Sec. 22. Section 279.9, Code 2011, is amended to read as  
34 follows:

35 **279.9 Use of tobacco, alcoholic beverages, or controlled**

1 **substances.**

2     1. The rules shall prohibit the use of tobacco, including  
3 nicotine products, and the use or possession of alcoholic  
4 liquor, wine, or beer or any controlled substance as defined in  
5 section 124.101, subsection 5, by any student of the schools,  
6 and the or by anyone on school grounds, is prohibited. A  
7 school board may suspend or expel a student for a violation of  
8 a rule under this section. For violation of this section a  
9 school board may remove a person from school grounds and may  
10 bar the person's future presence on school grounds.

11     2. As used in this section, "nicotine product" means any  
12 product containing nicotine or any other preparation of tobacco  
13 not described in section 453A.1, and any product or formulation  
14 of matter containing biologically active amounts of nicotine  
15 that is manufactured, sold, offered for sale, or otherwise  
16 distributed with the expectation that the product or matter  
17 will be introduced into the human body. "Nicotine product" does  
18 not include any cessation product specifically approved by the  
19 United States food and drug administration for use in reducing,  
20 treating, or eliminating nicotine or tobacco dependence.

21                                   DIVISION VI

22                                   ONLINE LEARNING

23     Sec. 23. Section 256.7, subsections 7, 8, and 9, Code  
24 Supplement 2011, are amended to read as follows:

25     7. Adopt rules under chapter 17A for the use of  
26 telecommunications as an instructional tool and for educational  
27 instruction and content delivery primarily over the internet  
28 for students enrolled in kindergarten through grade twelve  
29 and served by local school districts, accredited or approved  
30 nonpublic schools, area education agencies, community  
31 colleges, institutions of higher education under the state  
32 board of regents, and independent colleges and universities  
33 in elementary and secondary school classes and courses. The  
34 rules shall include but need not be limited to rules relating  
35 to programs, rigorous alignment of all coursework to the core

1 curriculum and core content standards, educational policy,  
2 instructional practices, staff development, use of pilot  
3 projects, curriculum monitoring, and the accessibility of  
4 licensed teachers.

5     a. When curriculum is provided by means of  
6 telecommunications or delivered over the internet, it shall be  
7 taught by or under the supervision of an appropriately licensed  
8 teacher. ~~The~~ When provided by means of telecommunications, the  
9 teacher shall either be present in the classroom, or be present  
10 at the location at which the curriculum delivered by means of  
11 telecommunications originates.

12     b. The rules shall provide that when the curriculum is  
13 taught by an appropriately licensed teacher at the location  
14 at which the telecommunications originates, the curriculum  
15 received at a remote site shall be under the supervision of a  
16 licensed teacher. The licensed teacher at the originating site  
17 may provide supervision of students at a remote site or the  
18 school district in which the remote site is located may provide  
19 for supervision at the remote site if the school district deems  
20 it necessary or if requested to do so by the licensed teacher  
21 at the originating site.

22     c. For the purposes of this subsection, "*supervision*" means  
23 that the curriculum is monitored by a licensed teacher and the  
24 teacher is accessible to the students receiving the curriculum  
25 by means of telecommunications or delivery over the internet.

26     ~~e.~~ d. The state board shall establish an advisory  
27 committee to make recommendations for rules required under this  
28 subsection on the use of telecommunications as an instructional  
29 tool and for educational instruction and content delivery  
30 primarily over the internet. The committee shall be composed  
31 of representatives from community colleges, area education  
32 agencies, accredited or approved nonpublic schools, and  
33 local school districts from various enrollment categories.  
34 The representatives shall include board members, school  
35 administrators, teachers, parents, students, and associations

1 interested in education.

2 ~~d.~~ e. For the purpose of the rules adopted by the state  
3 board, telecommunications means narrowcast communications  
4 through systems that are directed toward a narrowly defined  
5 audience and includes interactive live communications, and  
6 coursework delivered over the internet may also be referred to  
7 as online learning.

8 8. Rules adopted under this section shall provide ~~that the~~ the  
9 following:

10 a. That telecommunications and delivery of curriculum over  
11 the internet shall not be used by school districts as the  
12 exclusive means to provide any course which is required by the  
13 minimum educational standards for accreditation, or to enroll  
14 students under section 282.18 if more than twenty percent of  
15 the student's coursework is delivered over the internet.

16 b. That not more than fifty percent of a student's  
17 coursework may be delivered over the internet. However, an  
18 administrator, school board, teacher of record or teacher of a  
19 subject may waive this requirement with the written consent of  
20 the enrolled student's parent or guardian. A school district  
21 shall report to the department annually the number and unique  
22 student identifiers of students who complete more than fifty  
23 percent of their coursework online. The department shall  
24 review the report to determine whether such students shall  
25 be counted by the school district for state foundation aid  
26 purposes under section 257.6, subsection 1, paragraph "a",  
27 subparagraph (5).

28 c. That a school district implementing an online learning  
29 curriculum at its discretion may offer courses developed by  
30 private providers. However, such courses shall meet the  
31 requirements of this subsection and subsections 7 and 9.

32 9. Develop evaluation procedures that will measure  
33 the effects of instruction by means of telecommunications  
34 or delivered over the internet on student achievement,  
35 socialization, intellectual growth, motivation, and other



1 related factors deemed relevant by the state board, for the  
2 development of an educational database. The state board shall  
3 consult with the state board of regents and the practitioner  
4 preparation departments at its institutions, other practitioner  
5 preparation departments located within private colleges and  
6 universities, educational research agencies or facilities,  
7 and other agencies deemed appropriate by the state board, in  
8 developing these procedures.

9 Sec. 24. Section 256.9, Code Supplement 2011, is amended by  
10 adding the following new subsection:

11 NEW SUBSECTION. 65. Develop and establish an online  
12 learning program model that meets the requirements of section  
13 256.7, subsections 7, 8, and 9, prepares teachers to meet the  
14 needs of students in an online environment, including but not  
15 limited to building community, developing tone and voice,  
16 strategies for working with virtual student, and assessing  
17 virtual students.

18 Sec. 25. NEW SECTION. 256.24 Iowa learning online  
19 initiative.

20 1. An Iowa learning online initiative is established  
21 within the department of education to partner with school  
22 districts to provide distance education to high school students  
23 statewide. The department shall leverage a variety of content  
24 repositories, including those maintained by the area education  
25 agencies and the public broadcasting division, in administering  
26 the initiative.

27 2. Coursework offered under the initiative shall  
28 meet the requirements of section 256.7, subsections  
29 7, 8, and 9, and shall be taught by an appropriately  
30 licensed teacher who has completed an online-learning  
31 -for-Iowa-educators-professional-development project offered  
32 by area education agencies, a teacher preservice program, or  
33 comparable coursework.

34 3. Under the initiative, students must be enrolled in  
35 a participating school district, which is responsible for

1 recording grades received for initiative coursework in a  
2 student's permanent record, awarding high school credit for  
3 initiative coursework, and issuing high school diplomas to  
4 students enrolled in the district who participate and complete  
5 coursework under the initiative. Each participating school  
6 shall identify a site coordinator to serve as a student  
7 advocate and as a liaison between the initiative staff and  
8 teachers and the school district.

9     4. Coursework offered under the initiative shall be  
10 rigorous and high quality, and the department shall annually  
11 evaluate the quality of the courses, ensure that coursework  
12 is aligned with the state's core curriculum and core content  
13 requirements and standards, as well as national standards  
14 of quality for online courses issued by an internationally  
15 recognized association for kindergarten through grade twelve  
16 online learning.

17     5. The department shall make every reasonable effort to  
18 expand statewide student participation in the Iowa learning  
19 online initiative to at least five thousand students annually.

20     Sec. 26. Section 256.33, subsection 3, Code 2011, is amended  
21 to read as follows:

22     3. Priority shall be given to programs integrating  
23 ~~telecommunications~~ educational technology into the classroom.  
24 The department may award grants to school corporations and  
25 higher education institutions to perform the functions listed  
26 in this section.

27     Sec. 27. Section 279.47, Code 2011, is amended to read as  
28 follows:

29     **279.47 Telecommunications and internet delivery —**  
30 **participation by school districts in database development.**

31     The board of directors of each school district ~~utilizing~~  
32 ~~telecommunications as an instructional tool~~ providing  
33 instruction by means of telecommunications or delivered over  
34 the internet shall participate in procedures adopted by the  
35 state board of education under section 256.7, subsection 9.

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DIVISION VII  
BOARD OF EDUCATIONAL EXAMINERS PROVISIONS

Sec. 28. Section 272.5, Code 2011, is amended to read as follows:

**272.5 Compensation of board, — executive director.**

1. Members shall be reimbursed for actual and necessary expenses incurred while engaged in their official duties and may be entitled to per diem compensation as authorized under section 7E.6. For duties performed during an ordinary school day by a member who is employed by a school corporation or state university, the member shall also receive regular compensation from the school or university. However, the member shall reimburse the school or university in the amount of the per diem compensation received.

2. The governor shall appoint an executive director of the board of educational examiners subject to confirmation by the senate. The director shall possess a background in education licensure and administrative experience and shall serve at the pleasure of the governor. The board of educational examiners shall set the salary of the executive director within the range established for the position by the general assembly.

Sec. 29. Section 272.25, subsection 1, Code 2011, is amended to read as follows:

1. A requirement that each student admitted to an approved practitioner preparation program must participate in field experiences that include both observation and participation in teaching activities in a variety of school settings. These field experiences shall comprise a total of at least fifty hours in duration, at least ten hours of which shall occur prior to a student's acceptance in an approved practitioner preparation program. The student teaching experience shall be a minimum of ~~twelve~~ fourteen weeks in duration during the student's final year of the practitioner preparation program. The program must make every reasonable effort to offer the student teaching experience prior to a student's last semester,

1 or equivalent, in the program, and to expand the student's  
2 student teaching opportunities beyond one semester or the  
3 equivalent.

4 DIVISION VIII

5 SCHOOL ADMINISTRATION MANAGER

6 Sec. 30. Section 256.7, subsection 30, Code Supplement  
7 2011, is amended to read as follows:

8 30. Set standards and procedures for the approval of  
9 training programs for individuals who seek an authorization  
10 ~~issued by the board of educational examiners~~ under section  
11 256.117 for employment the following:

12 a. Employment as a school business official responsible for  
13 the financial operations of a school district.

14 b. Employment as a school administration manager responsible  
15 for assisting a school principal in performing noninstructional  
16 duties.

17 Sec. 31. Section 272.31, Code 2011, is amended by adding the  
18 following new subsection:

19 NEW SUBSECTION. 2A. The board shall issue a school  
20 administration manager authorization to an individual who  
21 successfully completes a training program that meets the  
22 standards set by the state board pursuant to section 256.7,  
23 subsection 30, and who complies with rules adopted by the state  
24 board pursuant to subsection 3.

25 DIVISION IX

26 STATE BOARD OF REGENTS PROVISIONS

27 Sec. 32. Section 262.9, Code Supplement 2011, is amended by  
28 adding the following new subsection:

29 NEW SUBSECTION. 36. Develop a program for implementing  
30 continuous improvement methodologies in every undergraduate  
31 course offered by an institution of higher education governed  
32 by the board. For courses with enrollments of three hundred or  
33 more annually, whether in one or multiple sections, continuous  
34 improvement plans shall be developed and implemented beginning  
35 in the fall semester of 2013. The board shall annually

1 evaluate the effectiveness of the methodologies and plans and  
2 shall submit its findings and recommendations in a report to  
3 the general assembly by November 1.

4 Sec. 33. Section 262.30, Code Supplement 2011, is amended  
5 to read as follows:

6 **262.30 ~~Contracts for practitioner~~ Practitioner preparation**  
7 **— contracts — report.**

8 1. The board of directors of any school district in the  
9 state of Iowa may enter into contract with the state board of  
10 regents for furnishing instruction to pupils of such school  
11 district, and for practitioner preparation for the schools  
12 of the state in such particular lines of demonstration and  
13 instruction as are deemed necessary for the efficiency of the  
14 university of northern Iowa, state university of Iowa, and Iowa  
15 state university of science and technology as training schools  
16 for practitioners.

17 2. Beginning July 1, 2012, the state board of regents shall  
18 conduct annually a study relating to the admission requirements  
19 common to the state universities' practitioner preparation  
20 programs and the cumulative grade point averages of all  
21 students entering and exiting the programs. The study shall  
22 include, as applicable, the progress of such students toward  
23 meeting student teaching and graduation requirements, success  
24 in obtaining teaching licenses, knowledge of content areas, and  
25 employment as practitioners in this state. The board shall  
26 submit its findings and recommendations to the general assembly  
27 by December 1 annually.

28 Sec. 34. NEW SECTION. **268.8 Science, technology,**  
29 **engineering, and mathematics collaborative initiative.**

30 1. A science, technology, engineering, and mathematics  
31 collaborative initiative is established at the university of  
32 northern Iowa for purposes of supporting activities directly  
33 related to recruitment of kindergarten through grade twelve  
34 mathematics and science teachers for ongoing mathematics and  
35 science programming for students enrolled in kindergarten

1 through grade twelve.

2     2. The collaborative initiative shall prioritize student  
3 interest in achievement in science, technology, engineering,  
4 and mathematics; reach every student and teacher in every  
5 school district in the state; identify, recruit, prepare,  
6 and support the best mathematics and science teachers; and  
7 sustain exemplary programs through the university's Iowa  
8 mathematics and science education partnership. The university  
9 shall collaborate with the community colleges to develop  
10 science, technology, engineering, and mathematics professional  
11 development programs for community college instructors and for  
12 purposes of science, technology, engineering, and mathematics  
13 curricula development.

14     3. Subject to an appropriation of sufficient funds by  
15 the general assembly, the initiative shall administer the  
16 following:

17     a. Regional science, technology, engineering, and  
18 mathematics networks for Iowa, the purpose of which is to  
19 equalize science, technology, engineering, and mathematics  
20 education enrichment opportunities available to learners  
21 statewide. The initiative shall establish six geographically  
22 similar regional science, technology, engineering, and  
23 mathematics networks across Iowa that complement and leverage  
24 existing resources, including but not limited to extension  
25 service assets, area education agencies, state accredited  
26 postsecondary institutions, informal educational centers,  
27 school districts, economic development zones, and existing  
28 public and private science, technology, engineering, and  
29 mathematics partnerships. Each network shall be managed  
30 by a highly qualified science, technology, engineering,  
31 and mathematics advocate positioned at a network hub to  
32 be determined through a competitive application process.  
33 Oversight for each regional network shall be provided by  
34 a regional advisory board. Members of the board shall be  
35 appointed by the governor. The membership shall represent

1 prekindergarten through grade twelve school districts  
2 and schools, and higher education, business, nonprofit  
3 organizations, youth agencies, and other appropriate  
4 stakeholders.

b. A focused array of the best science, technology, engineering, and mathematics enrichment opportunities, selected through a competitive application process, that can be expanded to meet future needs. A limited, focused list of selected exemplary programs shall be made available to each regional network.

c. Statewide science, technology, engineering, and mathematics programming designed to increase participation of students and teachers in successful learning experiences; to increase the number of science, technology, engineering, and mathematics-related teaching majors offered by the state's universities; to elevate public awareness of the opportunities; and to increase collaboration and partnerships.

18 4. The initiative shall evaluate the effectiveness of  
19 programming to document best practices.

20 DIVISION X

21 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS AWARDS

22      Sec. 35. Section 256.44, subsection 1, paragraph a, Code  
23 2011, is amended to read as follows:

24     a. If a teacher registers for national board for  
25 professional teaching standards certification by after December  
26 31, 2007, a one-time initial reimbursement award in the amount  
27 of up to one-half of the registration fee paid by the teacher  
28 for registration for certification by the national board for  
29 professional teaching standards. The teacher shall apply to  
30 the department ~~within one year of registration~~ in a manner and  
31 according to procedures required by the department, submitting  
32 to the department any documentation the department requires.  
33 A teacher who receives an initial reimbursement award shall  
34 receive a one-time final registration award in the amount of  
35 the remaining national board registration fee paid by the

1 teacher if the teacher notifies the department of the teacher's  
2 certification achievement and submits any documentation  
3 requested by the department.

4 Sec. 36. Section 256.44, subsection 1, paragraph b,  
5 subparagraph (1), subparagraph division (b), Code 2011, is  
6 amended to read as follows:

7 (b) If the teacher registers for national board for  
8 professional teaching standards certification ~~between January~~  
9 ~~1, 1999, and December 31, 2007,~~ and achieves certification  
10 within the timelines and policies established by the national  
11 board for professional teaching standards, an annual award in  
12 the amount of two thousand five hundred dollars upon achieving  
13 certification by the national board of professional teaching  
14 standards.

15 DIVISION XI

16 EARLY CHILDHOOD LITERACY

17 Sec. 37. Section 256.7, Code Supplement 2011, is amended by  
18 adding the following new subsection:

19 NEW SUBSECTION. 32. By July 1, 2013, adopt by rule  
20 guidelines for school district implementation of section  
21 279.69, including but not limited to basic levels of reading  
22 proficiency on approved assessments and identification of tools  
23 that school districts may use in evaluating and reevaluating  
24 any student who may be or who is determined to be deficient in  
25 reading, including but not limited to initial assessments and  
26 subsequent assessments, alternative assessments, and portfolio  
27 reviews. The state board shall adopt standards that provide  
28 a reasonable expectation that a student's progress toward  
29 reading proficiency under section 279.69 is sufficient to  
30 master appropriate grade four level reading skills prior to the  
31 student's promotion to grade four.

32 Sec. 38. Section 256.9, subsection 53, Code Supplement  
33 2011, is amended by adding the following new paragraph:

34 NEW PARAGRAPH. c. Establish, subject to an appropriation  
35 of sufficient funds by the general assembly, an Iowa reading



1 research center to apply current research on literacy to  
2 provide for the development and dissemination of all of the  
3 following:

- 4 (1) Promising instructional strategies in reading.
- 5 (2) Reading assessments.
- 6 (3) Professional development strategies and materials  
7 aligned with current and emerging best practices for the  
8 teaching of reading.

9 Sec. 39. NEW SECTION. 279.69 Student progression —  
10 remedial instruction — reporting requirements — promotion.

11 1. *Reading deficiency and parental notification.*

12 a. A school district shall provide intensive reading  
13 instruction to any student who exhibits a substantial  
14 deficiency in reading, based upon locally determined or  
15 statewide assessments conducted in kindergarten or grade one,  
16 grade two, or grade three, or through teacher observations,  
17 immediately following the identification of the reading  
18 deficiency. The student's reading proficiency shall be  
19 reassessed by locally determined and statewide assessments.  
20 The student shall continue to be provided with intensive  
21 reading instruction until the reading deficiency is remedied.

22 b. The parent or guardian of any student in kindergarten  
23 through grade three who exhibits a substantial deficiency in  
24 reading, as described in paragraph "a", shall be notified at  
25 least annually in writing of the following:

26 (1) That the child has been identified as having a  
27 substantial deficiency in reading.

28 (2) A description of the services currently provided to the  
29 child.

30 (3) A description of the proposed supplemental  
31 instructional services and supports that the school district  
32 will provide to the child that are designed to remediate the  
33 identified area of reading deficiency.

34 (4) Strategies for parents and guardians to use in helping  
35 the child succeed in reading proficiency, including but not

1 limited to the promotion of parent-guided home reading.

2     2. *Successful progression for early readers.* A school  
3 district shall do all of the following:

4     a. Provide students who are identified as having a  
5 substantial deficiency in reading under subsection 1, paragraph  
6 "a", with intensive instructional services and supports,  
7 free of charge, to remediate the identified areas of reading  
8 deficiency, including a minimum of a daily ninety-minute block  
9 of scientific-research-based reading instruction and other  
10 strategies prescribed by the school district which may include  
11 but are not limited to the following:

- 12     (1) Small group instruction.
- 13     (2) Reduced teacher-student ratios.
- 14     (3) More frequent progress monitoring.
- 15     (4) Tutoring or mentoring.
- 16     (5) Extended school day, week, or year.
- 17     (6) Summer reading programs.

18     b. At regular intervals, apprise the parent or guardian of  
19 academic and other progress being made by the student and give  
20 the parent or guardian other useful information.

21     c. In addition to required reading enhancement and  
22 acceleration strategies, provide parents of students who are  
23 identified as having a substantial deficiency in reading under  
24 subsection 1, paragraph "a", with a plan outlined in a parental  
25 contract, including participation in regular parent-guided home  
26 reading.

27     d. Establish a reading enhancement and acceleration  
28 development initiative designed to offer intensive accelerated  
29 reading instruction to each kindergarten through grade three  
30 student who is assessed as exhibiting a substantial deficiency  
31 in reading. The initiative shall comply with all of the  
32 following criteria:

- 33     (1) Be provided to all kindergarten through grade three  
34 students who exhibit a substantial deficiency in reading under  
35 this section. The assessment initiative shall measure phonemic

1 awareness, phonics, fluency, vocabulary, and comprehension.

2 (2) Be provided during regular school hours in addition to  
3 the regular reading instruction.

4 (3) Provides a reading curriculum that meets guidelines  
5 adopted pursuant to section 256.7, subsection 32, and at a  
6 minimum has the following specifications:

7 (a) Assists students assessed as exhibiting a substantial  
8 deficiency in reading to develop the skills to read at grade  
9 level.

10 (b) Provides skill development in phonemic awareness,  
11 phonics, fluency, vocabulary, and comprehension.

12 (c) Includes a scientifically based and reliable  
13 assessment.

14 (d) Provides initial and ongoing analysis of each student's  
15 reading progress.

16 (e) Is implemented during regular school hours.

17 (f) Provides a curriculum in core academic subjects to  
18 assist the student in maintaining or meeting proficiency levels  
19 for the appropriate grade in all academic subjects.

20 e. Report to the department of education the specific  
21 intensive reading interventions and supports implemented by the  
22 school district pursuant to this section. The department shall  
23 annually prescribe the components of required or requested  
24 reports.

25 3. *Promotion to grade four.* In determining whether to  
26 promote a student in grade three to grade four, a school  
27 district shall place significant weight on any reading  
28 deficiency identified pursuant to subsection 1, paragraph "a",  
29 that is not yet remediated. The school district shall also  
30 weigh the student's progress in other subject areas, as well as  
31 the student's overall intellectual, physical, emotional, and  
32 social development. A decision to retain a student in grade  
33 three shall be made only after direct personal consultation  
34 with the student's parent or guardian and after the formulation  
35 of a specific plan of action to remedy the student's reading

1 deficiency.

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DIVISION XII

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INSTRUCTIONAL TIME PILOT PROJECT

4 Sec. 40. NEW SECTION. 256.41 Instructional time pilot  
5 project.

6 1. Beginning July 1, 2013, an instructional time pilot  
7 project is established to study the effectiveness of extra  
8 instructional time for prekindergarten through grade twelve.  
9 The instructional time pilot project shall be administered by  
10 the department of education.

11 2. a. The department shall establish an application process  
12 for school districts for the instructional time pilot project.  
13 Applications from school districts shall be submitted to the  
14 department by October 1, 2012. The department shall approve or  
15 deny all applications by December 1, 2012.

16 b. A school district shall describe in its application the  
17 student populations and schools to be included in the pilot  
18 project, and the school district's reasons for such inclusions.

19 c. A school district shall describe in its application its  
20 specific goals regarding increased effectiveness in education  
21 for the use of extra instructional time through the pilot  
22 project.

23 d. The department shall develop a method for scoring  
24 applications for the pilot project from school districts.  
25 In scoring applications, the department shall consider the  
26 geographic diversity and student population size of the  
27 applying school districts.

28 3. The number of participating students in the  
29 instructional time pilot project shall not exceed seven percent  
30 of the total student enrollment in school districts statewide  
31 in prekindergarten through grade twelve for the school year  
32 ending June 30, 2012. The number of participating students in  
33 the pilot project in a school district shall not exceed ten  
34 percent of the total student population for prekindergarten  
35 through grade twelve in the district for the school year ending

1 June 30, 2012.

2 4. Notwithstanding section 256.7, subsection 19; section  
3 279.10, subsection 1; or any other provision of law to the  
4 contrary, for the purposes of a student participating in the  
5 instructional time pilot project:

6 a. The school year for a school district shall begin on July  
7 1 and end on July 30 and each school calendar shall include not  
8 less than one thousand forty-five hours of instruction during  
9 the school calendar year. The board of directors of a school  
10 district shall set the number of days of required attendance  
11 for the school calendar year as provided in section 299.1,  
12 subsection 2.

13 b. The state board of education shall define instructional  
14 hours as time spent with a licensed teacher that shall be  
15 exclusive of the lunch period and parent-teacher conferences,  
16 but may include passing time between classes.

17 5. The department shall submit a report to the general  
18 assembly, annually by December 15, on the instructional  
19 time pilot project. The report shall include the number of  
20 participating students in each school district, project data  
21 broken down by school district, findings and outcomes from the  
22 project, and policy recommendations regarding instructional  
23 time.

24 6. The department shall adopt rules pursuant to chapter 17A  
25 necessary to administer this section.

26 7. This section is repealed June 30, 2016.

27 Sec. 41. Section 257.11, Code 2011, is amended by adding the  
28 following new subsection:

29 NEW SUBSECTION. 11. *Instructional time pilot project.*

30 a. In order to provide additional funds for school districts  
31 in which pupils participate in the instructional time pilot  
32 project established in section 256.41, a supplementary  
33 weighting plan for determining enrollment is adopted.

34 b. Pupils participating in the instructional time pilot  
35 project are assigned a supplementary weighting of five

1 one-hundredths.

2 c. This subsection is repealed June 30, 2016.

3 DIVISION XIII

4 PARENT LIAISON COUNSELORS PILOT PROGRAM

5 Sec. 42. NEW SECTION. 280.30 Parent liaison counselor pilot  
6 program.

7 1. A parent liaison counselor pilot program is established  
8 to be administered by the department of education. An  
9 attendance center in a school district identified by the  
10 department of education as a persistently lowest-achieving  
11 school shall employ one parent liaison counselor. A parent  
12 liaison counselor shall be a teacher or guidance counselor  
13 licensed under chapter 272.

14 2. For purposes of this section, "*targeted students*"  
15 includes students in special education, students in  
16 individualized education programs, students from families with  
17 a family income at or below two hundred percent of the federal  
18 poverty level as defined by the most recently revised poverty  
19 income guidelines published by the United States department of  
20 health and human services, students with ongoing attendance  
21 issues, and other at-risk student populations identified by the  
22 department of education.

23 3. A parent liaison counselor shall have the following  
24 duties:

25 a. Meeting and working with targeted students and the  
26 parents of targeted students, whether at a student's home or  
27 in a student's school, regarding course selection, career  
28 planning, educational needs which are not being met, special  
29 needs, services and resources available outside of school,  
30 and any other matters relevant to improving learning and  
31 achievement of targeted students.

32 b. For targeted students in middle school, focusing  
33 primarily on helping targeted students and the parents of  
34 targeted students with advance planning and course selection  
35 for high school.

1     4. The department of education shall adopt measures for the  
2 purpose of assessing the effectiveness of the parent liaison  
3 counselor pilot program.

4     5. The department of education shall submit a report to  
5 the general assembly, annually by December 15, on the parent  
6 liaison counselor pilot program.

7     6. This section is repealed June 30, 2016.

8                                 DIVISION XIV  
9                                 STATE MANDATE

10    Sec. 43. STATE MANDATE FUNDING SPECIFIED. In accordance  
11 with section 25B.2, subsection 3, the state cost of requiring  
12 compliance with any state mandate included in this Act shall  
13 be paid by a school district from the state school foundation  
14 aid received by the school district under section 257.16.  
15 This specification of the payment of the state cost shall be  
16 deemed to meet all of the state funding-related requirements of  
17 section 25B.2, subsection 3, and no additional state funding  
18 shall be necessary for the full implementation of this Act  
19 by and enforcement of this Act against all affected school  
20 districts.

21                                 EXPLANATION

22    This bill relates to programs and activities under  
23 the purview of the department of education, the board of  
24 educational examiners, school districts, and accredited  
25 nonpublic schools.

26    DIVISION I — COMPETENCY-BASED INSTRUCTION. 2011 Iowa Acts,  
27 chapter 71 (SF 453), directs the state board of education to  
28 adopt rules requiring public and accredited nonpublic high  
29 schools to consider any student who satisfactorily completes a  
30 high school-level unit to have satisfactorily completed a unit  
31 of the high school graduation requirements for that subject  
32 matter area and to issue high school credit for the unit to  
33 the student. This requirement is limited to the subjects of  
34 English or language arts, mathematics, science, or social  
35 studies. The bill removes that limitation.

1 The bill permits a school district or accredited nonpublic  
2 school to allow high school credit to be awarded to a student  
3 upon the demonstration of required competencies for a course or  
4 content area, as approved by an appropriately licensed teacher.  
5 The bill specifies that the school district or accredited  
6 nonpublic school determines the assessment methods by which  
7 the student demonstrates sufficient evidence of the required  
8 competencies.

9 The bill defines "unit" for the purposes of course  
10 requirements for students in public and nonpublic schools in  
11 grades 9 through 12. To qualify as a unit, a course must be  
12 taught for at least 200 minutes per week for 36 weeks or be  
13 taught for the equivalent of 120 hours of instruction.

14 The bill provides that a student will receive credit or  
15 partial credit upon successful completion of a course which  
16 meets one of the criteria for "unit" as defined in the bill  
17 or related components equivalent to a course which meets one  
18 of the criteria. Partial credit must be calculated in a  
19 manner consistent with the criteria set out in the bill. The  
20 bill further provides that a student may receive credit on a  
21 performance basis through the administration of an assessment,  
22 provided the assessment covers the competencies ordinarily  
23 included in the regular course.

24 DIVISION II — CORE CURRICULUM FRAMEWORK AND CORE CONTENT  
25 STANDARDS. The bill establishes the core curriculum framework  
26 and core content standards advisory council under the  
27 department of education. The council is required to make  
28 recommendations to the general assembly regarding necessary  
29 changes to the core curriculum and core content standards  
30 with the goal of improving student achievement and academic  
31 growth. The council is also directed to promote any objectives  
32 established by law in making recommendations. Members of the  
33 council serve without compensation but may be reimbursed for  
34 their actual expenses incurred in the performance of their  
35 duties.



1 The bill adds the subjects of music and other fine arts,  
2 applied arts, foreign languages, physical education, character  
3 education, and entrepreneurship education to the skills and  
4 knowledge the core curriculum for kindergarten through grade 12  
5 must address.

6 DIVISION III — REGIONAL PARENT ADVOCACY NETWORKS. The bill  
7 requires the area education agency boards to establish regional  
8 parent advocacy networks to create an integrated, accessible  
9 set of community-wide resources to support learning and  
10 development by July 1, 2013. The bill provides that a regional  
11 parent advocacy network shall include at least one parent  
12 representative from each school district in the area. The  
13 bill provides that, in addition to any other responsibilities,  
14 a regional parent advocacy network shall develop a plan for  
15 better coordination between area education agencies, school  
16 districts, and parents regarding children's mental health  
17 services.

18 The bill requires area education agency administrators to  
19 coordinate with the board of directors of each school district  
20 in the area to facilitate the establishment and maintenance of  
21 the regional parent advocacy networks. The bill directs the  
22 board of directors of each school district, in coordination  
23 with the area education agency administrator, to select at  
24 least one representative from each school district in the area  
25 to serve on the regional parent advocacy network. The bill  
26 provides that if the board of directors of a school district  
27 selects more than one parent representative to serve on the  
28 regional parent advocacy network, the board shall select  
29 a number of parent representatives such that each parent  
30 representative represents 650 students, or as close to that  
31 number as is feasible.

32 DIVISION IV — TEACHER AND ADMINISTRATOR MATTERS. The bill  
33 relates to teaching and administrator standards and teacher and  
34 administrator preparation, licensure, professional development,  
35 and evaluation.

1     The bill directs the state board to submit recommendations  
2 regarding Iowa teaching and administration standards to the  
3 general assembly by January 1, 2013; directs the director of  
4 the department of education to develop a statewide teacher  
5 evaluation system and a statewide administrator evaluation  
6 system that school districts, charter schools, and accredited  
7 nonpublic schools shall use to standardize the instruments  
8 and processes used to evaluate teachers and administrators  
9 throughout the state; provides for the creation of a task force  
10 to conduct a study regarding a statewide teacher evaluation  
11 system and a statewide administrator evaluation system; and  
12 requires that public school teachers and administrators be  
13 evaluated annually rather than every three years; with the  
14 first two years' evaluations of teachers conducted by a peer  
15 group of teachers, and the third year conducted by at least one  
16 person who holds a valid certification issued for successfully  
17 completing an evaluator training program. Peer group reviews  
18 shall be informal and formative, and cannot be used as the  
19 basis for a recommendation that the teacher participate in an  
20 intensive assistance program or for compensation, promotion,  
21 layoff, or termination purposes.

22     The bill sets out the minimum components of the statewide  
23 teacher evaluation system to be used by school districts,  
24 charter schools, and accredited nonpublic schools. The  
25 components include direct observation of classroom teaching  
26 behaviors, balanced consideration of student outcome measures,  
27 integration of the Iowa teaching standards, and system  
28 applicability to teachers in all content areas taught in a  
29 school.

30     The statewide educator evaluation system task force  
31 must submit its findings, recommendations, and a proposal  
32 for a statewide teacher evaluation system and a statewide  
33 administrator evaluation system to the state board of  
34 education by October 15, 2012. The task force must include  
35 a tiered evaluation system differentiating levels of teacher

1 effectiveness in its recommendations and proposal.

2     The bill requires the department of education, in  
3 collaboration with the board of educational examiners and  
4 the postsecondary institutions with approved administrator  
5 preparation programs located in this state, to convene an  
6 administrator preparation and licensure review task force to  
7 identify and recommend measures to improve Iowa's administrator  
8 preparation and licensure practices; requires the department  
9 to convene an Iowa teaching standards and criteria review task  
10 force to identify and recommend measures to improve the Iowa  
11 teaching standards and criteria, and the educator evaluations  
12 conducted based on the Iowa teaching standards; requires  
13 teacher quality committees to meet quarterly and provide  
14 leadership in the development and adoption of professional  
15 development plans and activities, and engage in leading  
16 knowledgeable and responsive professional development for  
17 the school district or area education agency; directs the  
18 department to coordinate a statewide network of professional  
19 development for Iowa teachers which collaborates with teacher  
20 quality committees and annually provides the committees with  
21 best practices in professional development that address unique  
22 local needs; requires school districts to set aside not less  
23 than two hours per instructional week to allow educators to  
24 collaborate with each other to deliver educational programs and  
25 assess student learning.

26     The administrator preparation and licensure review task  
27 force must identify measures to increase the quality of the  
28 administrator mentoring and induction experience; determine  
29 a timeline and identify barriers to incorporating into the  
30 requirements for administrator preparation program approval  
31 the following research-based practices that promote student  
32 achievement; identify the necessary components of separate  
33 license and endorsement requirements for principals at the  
34 prekindergarten through grade 6 level and at the grade 7  
35 through 12 level; and identify the components necessary for

1 endorsements in certain specialty areas.

2     The task force shall consist of teachers, administrators,  
3 and representatives of the department of education, the board  
4 of educational examiners, school administrators of Iowa,  
5 and approved practitioner preparation institutions. The  
6 department, the board, and the postsecondary institutions  
7 with approved administrator preparation programs located in  
8 this state may mutually agree to appoint other education  
9 stakeholders as task force members.

10     The task force shall meet quarterly and shall submit its  
11 findings and recommendations, including recommendations  
12 for changes to the Iowa Code as appropriate, to the general  
13 assembly by November 15, 2013.

14     The Iowa teaching standards and criteria review task force,  
15 mentioned earlier, shall consist of teachers, administrators,  
16 and representatives of the department of education, the  
17 board of educational examiners, an organization representing  
18 teachers, and any other appropriate educational stakeholders.  
19 The task force shall submit its findings and recommendations,  
20 including recommendations for changes to the Iowa Code as  
21 appropriate, to the general assembly by November 15, 2012.

22     The bill repeals a Code provision that established a career  
23 ladder pilot program to be administered by the department of  
24 education from 2007 through 2009. The final report on the  
25 pilot program was submitted to the general assembly in March  
26 2010.

27     DIVISION V — TOBACCO PROHIBITED ON SCHOOL GROUNDS. The bill  
28 provides that the use of nicotine products by any student, or  
29 by anyone on school grounds, is prohibited. For a violation of  
30 the provision, the school board may suspend or expel a student,  
31 may remove a person, and may bar the person's future presence  
32 on school grounds.

33     The bill defines "nicotine product" as any product  
34 containing nicotine or any other preparation of tobacco  
35 not described in Code section 453A.1, and any product or

1 formulation of matter containing biologically active amounts  
2 of nicotine that is manufactured, sold, offered for sale, or  
3 otherwise distributed with the expectation that the product  
4 or matter will be introduced into the human body. "Nicotine  
5 product" does not include any cessation product specifically  
6 approved by the United States food and drug administration for  
7 use in reducing, treating, or eliminating nicotine or tobacco  
8 dependence.

9 DIVISION VI — ONLINE LEARNING. The bill relates to the  
10 development, establishment, and approval of learning programs  
11 delivered online by school districts, charter schools, and  
12 accredited nonpublic schools.

13 The bill requires the director of the department of  
14 education to develop and establish an online learning program  
15 model that meets the telecommunications-related requirements of  
16 Code section 256.7, subsections 7, 8, and 9. The bill amends  
17 those subsections to provide that the current requirements for  
18 telecommunications apply to educational instruction and content  
19 delivery primarily over the internet, but adds that such  
20 coursework must be rigorously aligned to the core curriculum  
21 and core content standards.

22 The bill specifies that rules adopted by the state board  
23 of education provide that delivery of curriculum over the  
24 internet shall not be used by school districts to open enroll  
25 students if more than 20 percent of the student's coursework  
26 is delivered over the internet; provide that not more than 50  
27 percent of a student's coursework may be delivered over the  
28 internet, though an administrator, school board, teacher of  
29 record or subject may waive this requirement with the written  
30 consent of the enrolled student's parent or guardian; and that  
31 a school district implementing an online learning curriculum at  
32 its discretion may offer courses developed by private providers  
33 if they meet the same statutory requirements.

34 A school district shall report to the department annually  
35 the number and unique student identifiers of students who

1 complete more than 50 percent of their coursework online.  
2 The department shall review the report to determine whether  
3 such students shall be counted by the school district for  
4 state foundation aid as residents receiving competent private  
5 instruction from a licensed practitioner through a school  
6 district; a weighting of three-tenths of one pupil.

7 The bill establishes an Iowa learning online initiative  
8 within the department of education to partner with school  
9 districts to provide distance education to high school students  
10 statewide. Under the initiative, students are enrolled in  
11 a participating school district, which is responsible for  
12 recording grades received for initiative coursework in a  
13 student's permanent record, awarding high school credit for  
14 initiative coursework, and issuing high school diplomas to  
15 students enrolled in the district who completed coursework  
16 under the initiative. Each participating school shall identify  
17 a site coordinator to serve as a student advocate and as a  
18 liaison between the initiative staff and teachers and the  
19 school district.

20 Coursework offered under the initiative shall be rigorous  
21 and high quality, and the department shall annually evaluate  
22 the quality of the courses, ensure that coursework is aligned  
23 with the state's core curriculum and core content requirements  
24 and standards, as well as national standards of quality  
25 for online courses issued by an internationally recognized  
26 association for kindergarten through grade 12 online learning.

27 The department shall make every reasonable effort to expand  
28 student participation in the Iowa learning online initiative to  
29 at least 5,000 students annually statewide.

30 The bill makes conforming changes.

31 DIVISION VII — BOARD OF EDUCATIONAL EXAMINERS PROVISIONS.

32 The bill provides that the governor appoints the executive  
33 director of the board of educational examiners subject to  
34 confirmation by the senate. The executive director shall  
35 possess a background in education licensure and administrative

1 experience and shall serve at the pleasure of the governor.

2 Currently the director is hired by the board.

3     The bill increases the duration of the student teaching  
4 experience to 14 weeks from 12, and requires the practitioner  
5 preparation program to make every reasonable effort to offer  
6 the experience prior to the student's last semester in the  
7 program, and to expand the student teaching opportunities  
8 beyond one semester.

9     DIVISION VIII — SCHOOL ADMINISTRATOR MANAGER. The bill  
10 provides for the authorization of individuals to act as school  
11 administration managers who successfully complete training  
12 and meet board of educational examiners standards in order to  
13 assist school principals in performing noninstructional duties.

14     DIVISION IX — STATE BOARD OF REGENTS PROVISIONS. The bill  
15 directs the state board of regents to develop a program for  
16 implementing continuous improvement methodologies in every  
17 undergraduate course offered by the regents universities. For  
18 courses with enrollments of 300 or more annually, whether in  
19 one or multiple sections, continuous improvement plans shall  
20 be developed and implemented beginning in the fall semester of  
21 2013. The board shall annually evaluate the effectiveness of  
22 the methodologies and plans and shall submit its findings and  
23 recommendations in a report to the general assembly by November  
24 1.

25     Beginning December 1, 2012, the state board must conduct  
26 annually a study relating to the admission requirements common  
27 to the state universities' practitioner preparation programs  
28 and the cumulative grade point averages of all students  
29 entering and exiting the programs. The study shall include,  
30 as applicable, the progress of such students toward meeting  
31 student teaching and graduation requirements, success in  
32 obtaining teaching licenses, knowledge of content areas, and  
33 employment as practitioners in this state. The board shall  
34 submit its findings and recommendations to the general assembly  
35 by December 1 annually.

1 The bill establishes a science, technology, engineering,  
2 and mathematics (STEM) collaborative initiative at the  
3 university of northern Iowa for purposes of supporting  
4 activities directly related to recruitment of kindergarten  
5 through grade 12 mathematics and science teacher for ongoing  
6 mathematics and science programming for students enrolled in  
7 kindergarten through grade 12. The collaborative initiative  
8 shall prioritize student interest in achievement in STEM areas;  
9 reach every student and teacher in every school district in  
10 the state; identify, recruit, prepare, and support the best  
11 mathematics and science teachers, and to sustain exemplary  
12 programs through the university's Iowa mathematics and science  
13 education partnership. The university shall collaborate with  
14 the community colleges to develop STEM professional development  
15 programs for community college instructors and for purposes of  
16 STEM curricula development.

17 Subject to an appropriation of sufficient funds by the  
18 general assembly, the initiative shall administer regional  
19 STEM networks for Iowa; a focused array of the best STEM  
20 enrichment opportunities; and statewide STEM programming  
21 designed to increase participation of students and teachers  
22 in successful learning experiences, to increase the number  
23 of science, technology, engineering, and mathematics-related  
24 teaching majors offered by the state's universities, to  
25 elevate public awareness of the opportunities, and to increase  
26 collaboration and partnerships. The initiative shall evaluate  
27 the effectiveness of programming to document best practices.

28 DIVISION X — NATIONAL BOARD FOR PROFESSIONAL TEACHING  
29 STANDARDS AWARDS. The bill eliminates the end dates for  
30 the national board for professional teaching standards  
31 certification one-time reimbursement awards and the annual  
32 awards. The term of eligibility for the annual award is 10  
33 years or for the years in which the individual maintains a  
34 valid certificate, whichever time period is shorter.

35 DIVISION XI — EARLY CHILD LITERACY. The bill provides for



1 early grade student assessments for reading deficiencies and  
2 parental notification of reading deficiencies.

3     The bill requires the state board of education to adopt  
4 guidelines by July 1, 2013, for implementation of the new  
5 Code provision established by the bill relating to student  
6 progression, retention, and remedial instruction, including  
7 but not limited to basic levels of reading proficiency  
8 on approved assessments and identification of tools that  
9 school districts may use in evaluating and reevaluating any  
10 student who may be or who is determined to be deficient in  
11 reading, including but not limited to initial assessments and  
12 subsequent assessments, alternative assessments, and portfolio  
13 reviews. The state board must adopt standards that provide a  
14 reasonable expectation that a student's progress toward reading  
15 proficiency is sufficient to master appropriate grade four  
16 level reading skills prior to the student's promotion to grade  
17 four.

18     The director of the department of education is required to  
19 establish, subject to an appropriation of state funds, an Iowa  
20 reading research center for the application of current research  
21 on literacy.

22     School districts must provide intensive reading instruction  
23 to students who exhibit a substantial deficiency in reading,  
24 based upon locally determined or statewide assessments  
25 conducted in kindergarten or grade one, grade two, or grade  
26 three, or through teacher observations. The student's reading  
27 proficiency shall be reassessed following the intensive reading  
28 instruction. The student shall continue to be provided with  
29 intensive reading instruction until the reading deficiency is  
30 remedied.

31     School districts must notify at least annually, in writing,  
32 the parent or guardian of a student who exhibits a substantial  
33 deficiency in reading, the district's determination that  
34 the child is deficient in reading, descriptions of the  
35 services currently provided to the child and of the proposed

1 supplemental instructional services and supports that the  
2 school district will provide to the child to remediate the  
3 deficiency; and strategies for parents and guardians to use in  
4 helping the child succeed in reading proficiency.

5 The intensive supports that a school district must provide  
6 free of charge include a minimum of a 90-minute block of  
7 scientific-research-based reading instruction and other  
8 strategies which may include but are not limited to small group  
9 instruction; reduced teacher-student ratios; more frequent  
10 progress monitoring; tutoring or mentoring; extended school  
11 day, week, or year; and summer reading programs.

12 At regular intervals, the school district shall provide  
13 a report to the parent or guardian apprising the parent or  
14 guardian of academic and other progress being made by the  
15 student and giving other useful information.

16 In addition to required reading enhancement and acceleration  
17 strategies, school districts must provide parents and guardians  
18 of reading-deficient students with instructional options  
19 such as a plan outlined in a parental contract, including  
20 participation in regular parent-guided home reading.

21 School districts must also establish a reading enhancement  
22 and acceleration development initiative designed to offer  
23 intensive accelerated reading instruction to each kindergarten  
24 through grade three student who is assessed as exhibiting  
25 a substantial deficiency in reading. The initiative shall  
26 measure phonemic awareness, phonics, fluency, vocabulary, and  
27 comprehension; be provided during regular school hours in  
28 addition to regular reading instruction; provide a reading  
29 curriculum that meets the state board's guidelines and, at  
30 a minimum, assists students in developing the ability to  
31 read at grade level; provide skill development in phonemic  
32 awareness, phonics, fluency, vocabulary, and comprehension;  
33 include scientifically based and reliable assessment; and  
34 provide initial and ongoing analysis of each student's reading  
35 progress; be implemented during regular school hours; and

1 provide a curriculum in core academic subjects to assist the  
2 student in maintaining or meeting proficiency levels for the  
3 appropriate grade in all academic subjects.

4 Each school district shall report to the department  
5 the specific intensive reading interventions and supports  
6 implemented by the school district.

7 DIVISION XII — INSTRUCTIONAL TIME PILOT PROJECT. The bill  
8 establishes an instructional time pilot project to study the  
9 effectiveness of extra instructional time for prekindergarten  
10 through grade 12. The project begins July 1, 2013, and shall  
11 be administered by the department of education.

12 The bill requires the department of education to establish  
13 an application process for school districts for the  
14 instructional time pilot project. The bill provides that  
15 applications shall be submitted to the department by October  
16 1, 2012, and approved or denied by December 1, 2012. The bill  
17 provides that an application shall include a description of the  
18 student populations and schools to be included in the project  
19 and the specific goals regarding increased effectiveness  
20 in education the school district has for the project. The  
21 bill requires the department to develop a method for scoring  
22 applications for the project from school districts.

23 The bill includes restrictions on the number of students who  
24 may participate in the project statewide and per district.

25 The bill provides that notwithstanding any other provision  
26 of law to the contrary, for the purposes of a student  
27 participating in the instructional time pilot project, the  
28 school year for a school district shall begin on July 1 and end  
29 on July 30 and each school calendar shall include not less than  
30 1,045 hours of instruction during the school calendar year,  
31 with instructional hours defined as time spent with a licensed  
32 teacher with certain exceptions.

33 The bill requires the department of education to submit an  
34 annual report on the instructional time pilot project to the  
35 general assembly. The bill requires the department to adopt

1 rules necessary to administer the bill.

2 The bill provides that for the purpose of state education  
3 funding per student for school districts, students who  
4 participate in the instructional time pilot project are  
5 assigned a supplementary weighting of five one-hundredths.

6 The bill's provisions relating to the pilot project are  
7 repealed June 30, 2016.

8 DIVISION XIII — PARENT LIAISON COUNSELORS PILOT PROGRAM.

9 The bill establishes a parent liaison counselor pilot program  
10 to be administered by the department of education. The  
11 bill requires an attendance center in a school district  
12 identified by the department of education as a persistently  
13 lowest-achieving school to employ one parent liaison counselor.  
14 A parent liaison counselor shall be a licensed teacher or  
15 guidance counselor.

16 A parent liaison counselor is required to meet and work  
17 with targeted students and the parents of targeted students,  
18 whether at a student's home or in a student's school, regarding  
19 course selection, career planning, educational needs which are  
20 not being met, special needs, services and resources available  
21 outside of school, and any other matters relevant to improving  
22 learning and achievement of targeted students. The bill  
23 provides that for targeted students in middle school, a parent  
24 liaison counselor shall focus primarily on helping with advance  
25 planning and course selection for high school.

26 A "targeted student" for the purposes of the bill includes  
27 students in special education, students in individualized  
28 education programs, students from families with a family income  
29 at or below 200 percent of the federal poverty level, students  
30 with ongoing attendance issues, and other at-risk student  
31 populations identified by the department of education.

32 The bill requires the department of education to submit an  
33 annual report on the parent liaison counselor pilot program  
34 to the general assembly by December 15. The bill requires  
35 the department to adopt measures necessary to assess the

1 effectiveness of the program.

2 The bill's provisions relating to the pilot program are  
3 repealed June 30, 2016.

4 DIVISION XIV — STATE MANDATE. The bill may include a state  
5 mandate as defined in Code section 25B.3. The bill requires  
6 that the state cost of any state mandate included in the bill  
7 be paid by a school district from the state school foundation  
8 aid received by the school district under Code section 257.16.  
9 The specification is deemed to constitute state compliance with  
10 any state mandate funding-related requirements of Code section  
11 25B.2.